



Galen
Catholic College

YEAR 8 & 9

Course Guide



2024



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Learning Diversity Team

The Galen Learning Diversity Team assists in supporting students with Learning Challenges and/or Disabilities within the mainstream classroom. Working closely with the classroom teachers, the Learning Diversity Team members assist in developing modified work programs and assessment tasks in order for students to experience academic success. Support staff are also allocated to classes to assist the students and teacher as required. The Learning Diversity Team is a dedicated, caring and highly professional group of people that are creating a range of opportunities for students with diverse learning needs to achieve success within the mainstream classroom.

Year 8

A new school year brings changes

The Year 8 academic program provides students with core subjects and a range of elective subjects, where students are able to pursue up to four subjects of their own choosing.

This opportunity for students begins a process that sees them take an increasing level of responsibility for making informed choices around their learning. This initial offering of independence in choosing subjects attempts to ensure deeper engagement and growing self-regulation because it would be hoped that students choose electives that they are truly passionate about.

During the Subject Selection process, students will be asked to recognise eight (8) electives that they would be prepared to study. From these eight selections, students will receive four (4) electives (1 Arts Elective, 1 Technology Elective, 2 Student Passion Electives from any Learning Area), two of which will be studied each semester.

Year 8 Subject Selection Process

Making your subject selections

Students will use the Web Preferences online subject selection program to indicate their elective selection preferences. A personalised instruction sheet will guide students through this process, requesting students to indicate 8 elective choices (in preferential order). From these choices students will actually study two elective units per semester.

Because of timetable and class size restrictions we cannot guarantee all students will get their highest preferences. Thus, students are encouraged to make careful choices when they choose their eight preferences as they could be assigned to any of the preferences.

These elective choices are not prerequisites for Year 9 elective choices and should be chosen out of genuine interest or a desire to explore subjects with a view to future learning opportunities.

Students will also choose which Language they will study.

Final subject selections for Year 8 (2024) are due to be completed on Web Preferences by July 28th 2023.

Where to get more information

Start by speaking with Galen teachers who specialise in the subjects you are interested in. Talk to older brothers or sisters, other students and parents. Make time to talk with your Homeroom Mentor, Year Level Learning Leaders and House Leaders or Head of School. You might select subjects that you have tried before and know you enjoy. You might broaden your horizons and choose new subjects.

YEAR 8 CURRICULUM

COMPULSORY CORE – STUDIED ALL YEAR

English Maths Science Religious Education Health/Physical Education Humanities Languages



ELECTIVES

SEMESTER 1

Art Elective Student Passion Elective 1

SEMESTER 2

Technology Elective Student Passion Elective 2

How to interpret the *What can I expect?* diagrams



Descriptors only slightly coloured indicate that the element is an **infrequent** component of the subject.



Descriptors partially coloured indicate that this element is a **regular** component of the subject.



Descriptors substantially coloured indicate that this element is a **frequent** component of the subject.

Year 8 Core Subjects

English

What can I expect?



Students listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, slam poetry, digital texts, early adolescent novels, non-fiction, and poetry. Students develop their understanding of how texts are influenced by context, purpose and audience. Students create a range of imaginative, informative and persuasive types of texts.

Mathematics

What can I expect?



The course involves the study of the Strands: Number and Algebra, Measurement and Geometry and Statistics and Probability, in line with the requirements of the Victorian Curriculum. Students participate in problem-solving sessions, project work, group work, direct instruction and use an online, individualised skill mastery program called Math Pathways. Students are required to learn and independently practice routines i.e. times tables and formulae and use a variety of techniques to calculate and solve applied problems in a variety of settings and contexts.

Science

What can I expect?



The curriculum focus is on explaining phenomena involving science and its applications. Students link form and function at a cellular level and explore the organisation and interconnectedness of body systems. Students investigate the periodic table of elements and how they can be arranged to form mixtures and compounds. Students provide evidence for observed chemical

changes in terms of colour change, heat change, gas production and precipitate formation. Students compare processes of rock formation, including the time scales involved.

Students learn that energy appears in different forms including movement (kinetic energy), heat, light, chemical energy and potential energy and that devices can change energy from one form to another. Students study light and how it can form images using mirrors and lenses and can disperse to produce a spectrum. Students investigate how the properties of sound can be explained by a wave model.

Religious Education – Community

What can I expect?



Students study social justice issues in local, national and global communities. The study involves the research of an environmental issue using the social justice method, See Judge Act, and they apply Catholic Social Teaching principles to this study. Students then go on to learn about Sacraments, emphasising the Eucharist. This incorporates an understanding of not only the

sacrament but also Mass. The students will be introduced to other religions and begin to look at the nine aspects of a religion. This leads to learning about the development of Christianity, the early Christian communities and the journeys of St Paul. They examine the Christian values that maintained and developed the communities of the First Christians. Students also study the liturgical seasons of Lent and Advent and have the opportunity to participate in prayer, class liturgies and Masses.

Health and Physical Education

What can I expect?



Physical Education aims to foster a fit and healthy lifestyle and enhance a student's personal development in such areas as self-confidence, self-discipline, independence, sportspersonship and leadership. Students are introduced to a wide variety of sports that may include: Athletics, Swimming, Tennis, Badminton, Hockey and European Handball. Students develop

specialised movement skills and analyse how body control and coordination influence movement composition before learning to transfer movement skills and concepts to a variety of physical activities.

The content of the Year 8 Health Education course is based on a range of health issues pertaining to young adolescents. It focuses on the topic areas of decision-making based on personal values, mental health, nutrition, sexual health and drug education. The aim of the course is to educate young people to make healthy and informed decisions to enhance their quality of life.

Literacy Units 1 & 2 (Optional)

Literacy Units 1&2 is an additional, evidence-based program that focuses on supporting students in developing essential literacy skills including comprehension, spelling and writing. It is offered to students at the end of Year 7 based on recommendations from their English teacher.

Note: The program replaces languages for the year. Parents and Carers of students nominated for Literacy Units 1 & 2 by their English teacher will be contacted in Term 4 2023.



Humanities

What can I expect?



The Humanities provide a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to different challenges including people's interconnections with the environment.

With a curriculum structured around key inquiry questions from the Victorian Curriculum, students investigate the areas of Geography,

Civics and Citizenship, Economics and Business, and History.

Students participate in fieldwork, investigations, incursions, and a range of other activities designed to develop their Humanities concepts, skills and knowledge. Topics at year 8 include; Geography, Medieval Europe, Shogun Japan and How a Democratic Society Operates.

Languages: Indonesian & Italian

What can I expect?



The study of a Language gives students knowledge, skills and understanding that are very important in life and in the pursuit of a career. The study of Indonesian and Italian provides immediate and long term benefits. In the short term, students of Languages learn to use English more correctly and more efficiently. They are better thinkers who can take in the cultures and customs of other countries and

are better communicators and are more confident and at ease with people from a wide range of backgrounds. Some long term benefits for students of Languages are increased career opportunities and job prospects in a highly competitive job market. A student of Languages is better prepared to become a citizen of the world and better able to compete in it. Both Indonesian and Italian at Year 8 aim to introduce students to realistic, everyday cultural and language themes and aim to provide a solid foundation for further study in Year 9 and beyond.

Year 8 Elective Subjects

During the Subject Selection process students will be asked to recognise eight (8) electives that they would be prepared to study. From these eight selections, students receive four (4) electives, two of which will be studied each semester.

[Art](#)

[Design & Technology – Food](#)

[Design & Technology – Materials](#)

[Design & Technology – Textiles](#)

[Digital Technology – 3D Design & Animation](#)

[Digital Technology – B4 Computing](#)

[Digital Technology – Robotics](#)

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[Media](#)

[Microbiology – Science](#)

[Multiarts](#)

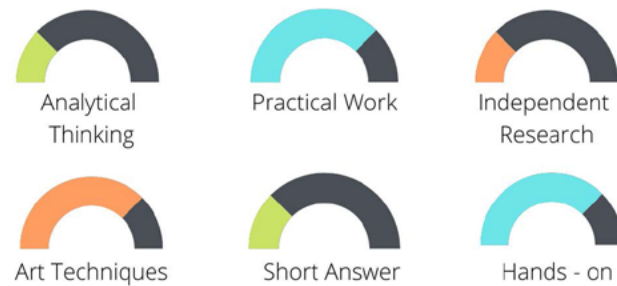
[Music](#)

[VCD Drawing](#)

[Visual Communication Design](#)

Art

What can I expect?



In the Art course students study the principles of Art through projects of drawing, painting, printmaking and ceramics. Students will improve their observational skills through drawing tasks looking at nature for inspiration. The art course will enhance students' fine motor skills, hand-eye coordination, and apply their work to creative problem-solving projects that will develop lateral thinking skills

through making artworks. Students will research artists for inspiration and gain an understanding of art history with a focus on Australian indigenous and Torres Strait Island cultures. The students develop their ideas through a folio of trials to gain inspiration in the arts and an ability in reflecting on their own work and other artists' works. The course is to develop critical thinking skills in analyzing and making art.



Design & Technology

Design & Technology - Food

What can I expect?



Students taking Food Technology study the influences on food choices, by analysing recipes for healthy eating and the impact on the nutritional value of baked goods. Students will develop an appreciation that baked goods are an important part of our eating patterns, but that there are also options for healthy alternatives that are easily prepared, economical and taste great. Practical sessions include

the preparation of light meals, nibbles or after-school snacks. Students also learn more about baking as they prepare a variety of biscuits, slices, cakes and breads. There are opportunities to work individually or in a pair to investigate, design ideas, plan, produce and evaluate recipes in the design briefs for main meals.

Design & Technology - Materials

What can I expect?



Design and Technology includes a range of learning activities, including investigating the appropriateness of a variety of processes and products, design awareness and aesthetics (balance, form, shape and colour) and devising possibilities and alternatives through the design and problem-solving process. Students produce items that are useful and become skilled in the safe and

appropriate use of hand and power tools. They develop their knowledge of health and safety issues. They also develop a knowledge of existing and new materials (manufactured boards) and materials testing. They maintain a workbook of notes, processes, sketches and evaluations, as well as a weekly journal of work completed and new experiences, reflecting on results and outcomes.

Design & Technology -Textiles

What can I expect?



Textile products are widely used in all aspects of our lives. Year 8 Textiles is an introduction to fibres and fabrics and their many uses. Through investigating, designing, producing and evaluating practical work, students develop the skills to make a textiles product to satisfy a design brief. Students become competent in the use of the sewing machine. They use a variety of materials and explore

a wide range of decorative fabric embellishment techniques such as dyeing, embroidery and beading. Students learn to follow the design process where they work to design, plan, produce and evaluate their own projects to meet the criteria in a brief.



Digital Technology

Digital Technology - 3D Design & Animation

What can I expect?



3D Design and Animation introduces you to the dynamic world of 3D modelling and animation. After working through the initial design process and applying newly acquired drawing techniques, you will use software such as Rhino 3D and Studio Max 3D to create, model and print 3D objects and characters that can be used in digital animation, gaming and other multimedia presentations.

Adobe Photoshop will also be explored to create textures and edit images.

Digital Technology - B4 Computing

What can I expect?



The B4 is an educational computer made to help students explore the fundamental operation of computers. The B4 operates at human speed and allows students to explore what is generally hidden inside the black box of their smartphones, tablets or laptops. Students will learn through practical experimentation.

Digital Technology - Robotics

What can I expect?



This elective is based around building Robots and Intelligent Machines using Lego Mindstorms EV3 kits. The work will primarily be self-directed construction and programming exercises using the provided kits supported by an online multimedia course. This will be followed by a series of Challenge activities that will involve developing and implementing a range of tasks

and skills. Some of these challenges are designed to involve the implementation of Solar energy and many are deliberately open ended to encourage creative design and problem solving.

Drama

What can I expect?



Year 8 Drama involves a range of learning activities. Students explore a variety of dramatic styles, including role-playing, improvisation, and characterisation. They learn to use a range of performance skills to communicate with an audience. These include rehearsal techniques, blocking stage movements and exploring a range of performance spaces. Students learn script-writing

and script interpretation techniques. They learn skills for analysing and interpreting drama performances, using the stagecraft elements of costume and props to enhance performance. The Junior Production and the whole-school production are opportunities for Drama students to showcase their talents.

Environmental Science

What can I expect?



Environmental science is a multidisciplinary field that integrates physical, biological and information sciences to the study of the environment. Students will explore the structure, function and diversity of natural ecosystems in an active and hands-on way. They will investigate current farming practices and evaluate their impact on our environment. They will learn about

environmental cycles through designing and maintaining their own gardens.

Koorie Country

What can I expect?



Australia is home to the oldest continuous living culture in the world. This unit provides opportunities for students to experience Victorian Aboriginal culture first-hand and learn from local elders and artists. Students will visit places of significance to Aboriginal people and learn about why these places are important. They will explore the work of Aboriginal poets, songwriters and performance and visual artists and learn about significant and influential Victorian Aboriginal people.



Media

What can I expect?



The media occupy an important place in our society and provide one of the biggest influences in our lives. The media provide information and entertainment and teach values and behaviours. This unit aims at introducing a more critical approach to the media. It introduces students to some of the key areas of media studies – film, audio and print. Students explore key concepts through a range

of practical and analytical activities, including a film study, writing and making a radio show and exercises with magazine analysis. They also produce a photo story.

Microbiology – Science

What can I expect?



Microbiology is the study of microscopic organisms. Students will explore life under the microscope as they learn about the importance of normal flora to human life and how microorganisms can cause disease. Students will investigate the role of microbes in the production of food and evaluate the highly marketed use of probiotics. Students investigate how antibiotics and vaccines work to

protect individuals from disease-causing organisms.



Multiarts

What can I expect?



Students develop skills and confidence in creating artworks using a range of materials and techniques. They investigate historical, social and cultural contexts for art-making, and explore different ways to use art elements in the development of two- and three-dimensional pieces. Students learn how to analyse art, focussing on composition and aesthetics, which in turn informs their

own art-making

practice. They complete two major projects for the semester, as well as developing a folio documenting their exploration and development of ideas.

Music

What can I expect?



Music is all around us and we listen to it using many different mediums, such as via our phones and other digital listening devices, on the radio & television and through watching movies. In this subject students get to further explore many different types of music by:

- Listening to a wide range of musical styles & cultures and learning further

about what is in the music they are listening to.

- Learning how to prepare, perform and evaluate music using one or more musical instruments.
- Learning about musical notation and how to use it to prepare their performances as well as beginning to understand how to read music.
- Using students' understanding of music to create their own music using live instruments and/or music technology. Students should select music if they are interested in learning more about a wide range of music. It is possible to select music as an elective.

VCD – Drawing

What can I expect?



VCD Drawing is a Visual Communication Design subject with a specific focus on the field of Communication Design, and aims to develop students' confidence in drawing and design skills. Students work on a series of small freehand drawing activities and projects during the semester to build their creative skillset. VCD Drawing encourages students to explore new

ways of making illustrations, and helps them to realise that there is no right or wrong way to draw. Students learn to work with a wide range of drawing media, materials, and methods in different ways to create imagery that could be applied to different design contexts such as advertising, book illustration or the fashion industry.

Visual Communication Design

What can I expect?



Visual Communication Design (VCD) aims to develop students' design skills and ability to communicate ideas visually, in two of the three fields of design, being Environmental Design and Industrial Design. VCD introduces students to the design brief, a fictional design problem, to guide them to develop creative and purposeful ideas. The main projects may include designing sets or

renovating interior spaces, and product or package design, providing students the opportunity to practice a combination of both freehand observational drawing and technical drawing techniques. Design tasks are structured to follow aspects of the design process for students to learn how to apply the fundamental design elements and principles in clever ways. Everything that is not made by nature is designed by someone.

Year 9

Year 9 students study a core group of subjects throughout the four terms including:

English

Mathematics

Religious Education

Science

Humanities

Physical Education/Health

Alongside these core studies students will continue to study six electives (three per semester) to pursue interests through knowledge and skill development.

Year 9 Subject Selection Process

Making your subject selections

Students will use the Web Preferences online subject selection program to indicate their subject selection preferences. A personalised instruction sheet will guide students through this process, requesting students to indicate ten (10) elective choices (in preferential order). From these choices, students will receive six (6) electives (1 Arts Elective, 1 Technology Elective, 4 Student Passion Electives from any Learning Area), and will study three of these elective units per semester.

Because of timetable and class size restrictions, we cannot guarantee all students will get their highest preferences. Thus, students are encouraged to make careful choices when they choose their ten preferences as they could be assigned to any of the preferences.

These elective choices are not prerequisites for Year 10 and should be chosen out of genuine interest or a desire to explore subjects with a view to future learning opportunities.

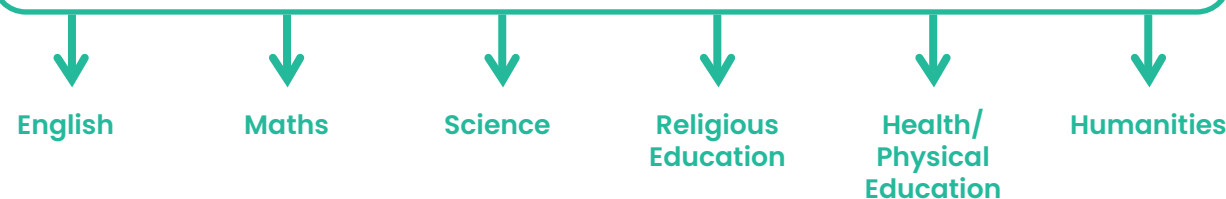
Final subject selections for Year 9 (2024) are due to be completed on Web Preferences by July 28th 2023.

Where to get more information

Start by speaking with Galen teachers who specialise in the subjects you are interested in. Talk to older brothers or sisters, other students and parents. Make time to talk with your Homeroom Mentor, Year Level Learning Leaders and House Leaders or Head of School. You might select subjects that you have tried before and know you enjoy. You might broaden your horizons and choose new subjects.

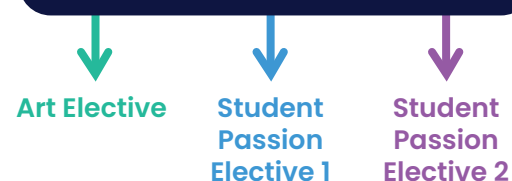
YEAR 9 CURRICULUM

COMPULSORY CORE – STUDIED ALL YEAR

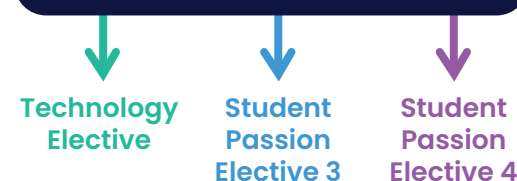


ELECTIVES

SEMESTER 1



SEMESTER 2



How to interpret the *What can I expect?* diagrams



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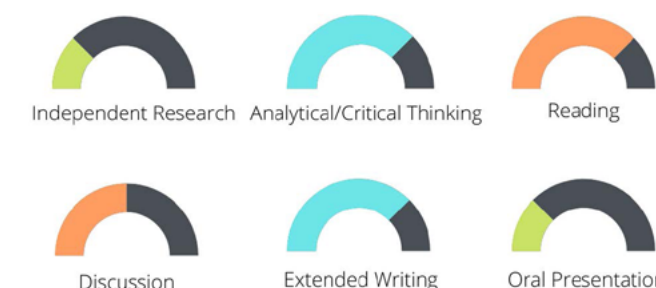


Descriptors substantially coloured indicate that this element is a **frequent** component of the subject.

Year 9 Core Subjects

English

What can I expect?



Students listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts. These include various types of media texts, digital texts, early adolescent novels, non-fiction and poetry. Students develop their understanding of how texts are influenced by context, purpose and audience. Literary texts that support and extend students as independent readers are drawn from

a range of genres. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings. Informative texts present technical and content information from various sources about specialised topics. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics presented in visual form. Students create a range of imaginary, informative and persuasive types of texts.

Mathematics

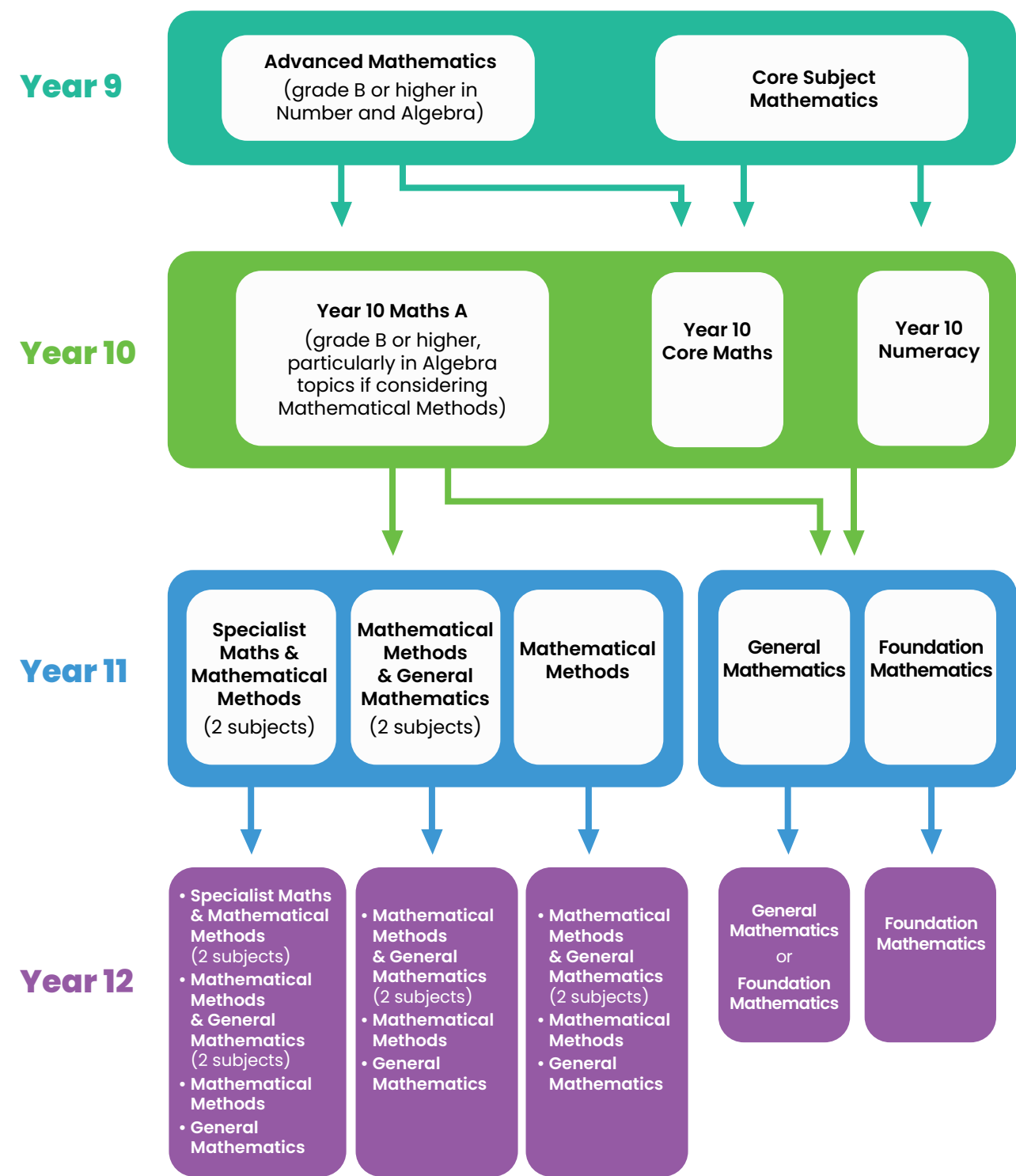
Mathematics – Core

The course involves the study of the Strands: Number and Algebra, Measurement and Geometry and Statistics and Probability, in line with the requirements of the Victorian Curriculum. Students participate in problem-solving sessions, project work, group work, direct instruction and use an online, individualised skill mastery program called Math Pathways. Students will undertake projects and assignments using both mathematical concepts and numeracy skills. Students will benefit from regular mathematical routines where they practice using both appropriate digital technologies and mental strategies to solve problems involving the four operations.

This subject prepares students for 10 Core Mathematics. If students develop excellent mathematical rigour 10 Mathematics A can become an option.

Mathematics

Pathways in Senior Mathematics:



Mathematics – Advanced

This course will include all strands of Year 9 study as required by the Victorian Curriculum, but will also provide identified students with extension and instruction focused on the preparation for higher-level VCE Mathematics. Students wanting to undertake 9A mathematics are required to have a solid understanding of Algebra and Number. Students will be required to independently practise routines, and capably use a variety of techniques and technologies to solve applied problems in a variety of settings and contexts. Students are required to undertake projects, assignments and topic tests. The use and application of CAS technology are developed. Students are required to maintain a pace of work appropriate for pre-VCE coursework.

This subject prepares students for continuation in Year 10 Mathematics A, but students do have the option of 10 Core Mathematics.

Students cannot do both of these options Mathematics subjects at either Year 9 or year 10.

Religious Education – Discipleship

The Religious Education program is designed to lead the students towards awareness and understanding of their connection with the Catholic Christian story and tradition as a disciple. Students build on their knowledge of social justice. They look at human injustices and apply the method, See Judge Act to explore the human condition and study injustices in the world. Students then study the lives of people who have made a difference in the world through their faith connection – the prophets and saints. This leads into studying the vocational sacraments of Marriage and Holy Orders. Students study the history of the church where they research the Reformation, Council of Trent and the Second Vatican Council. They learn about the development of the Catholic Church in Australia and the Indigenous connections. There is also the opportunity for every student to participate in class liturgies and Masses.

Science

What can I expect?



They explain the concept of energy conservation and model energy transfer and transformation within systems. They analyse how biological systems function and respond to external changes with reference to the interdependencies between individual components, energy transfers and flows of matter. They evaluate the evidence for scientific theories that explain the origin of

the Universe and the formation of our planet. They learn how the earth is in a continuous process of change and how the movement of tectonic plates is driven by energy transfers far below the earth's surface.

They explain how similarities in the chemical behaviour of elements and their compounds and their atomic structures are represented in the way the periodic table has been constructed. They compare the properties of a range of elements representative of the major groups and periods in the periodic table. They use atomic symbols and balanced chemical equations to summarise chemical reactions, including neutralisation and combustion. They explain natural radioactivity in terms of atoms and energy change. They explain how different factors influence the rate of reactions.



Health and Physical Education

What can I expect?



Physical Education aims to foster a fit and healthy lifestyle and enhance a student's personal development in such areas as self-confidence, self-discipline, independence, sportspersonship and leadership. Students are introduced to a wide variety of sports that may include: Athletics, Swimming, Tennis, Badminton, Hockey and European Handball. Students develop

specialised movement skills and analyse how body control and coordination influence movement composition. They then learn to transfer movement skills and concepts to a variety of physical activities.

The content of the Year 8 Health Education course is based on a range of health issues pertaining to young adolescents. It focuses on the topic areas of Decision-making, E-Safety, Bullying, Drug education, Sports Culture, Positive Identity and Resilience Education. The aim of the course is to educate young people to make healthy and informed decisions to enhance their quality of life.

Humanities

What can I expect?



Humanities gives students an understanding of the society in which they live. Our focus is to provide students with an understanding of how Australian society works, develop critical thinking and analytical skills and foster active citizenship. Areas of study include History, Geography, Civics & Citizenship and Economics & Business. These areas are studied with the intention of explaining

current issues within our world. At Year 9, students will undertake the following topics: Geographies of Interconnection, Australian History, Legal Studies, Career Development and Australia in World War One.

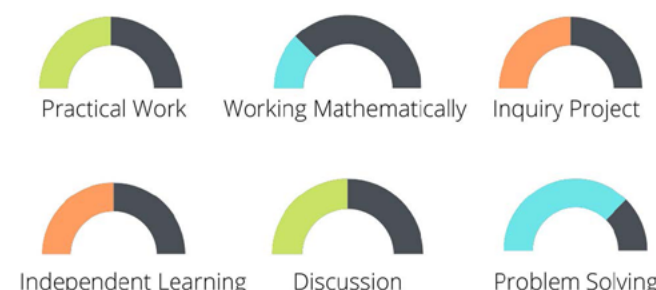
Year 9 Elective Subjects

During the Subject Selection process students will be asked to recognise ten (10) electives that they would be prepared to study. From these eight selections, students receive six (6) electives, three of which will be studied each semester.

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[Seeds of Change](#)
[VCD: Industrial Design](#)
[Visual Communication Design](#)
[Youth Enterprise](#)

Astronomy

What can I expect?



Astronomy is the branch of science that deals with celestial objects, space and the physical universe as a whole. This unit is perfect for students with an interest in learning about astronomy and the night sky, the latest Space Missions and current research via NASA and the European Space Agencies. Students will investigate how to create astrophotography images of deep space objects, using real data from robotic telescopes from around the world, via the Solar Siblings Program. They will conduct a scientific research project investigating an area of interest, as well as look into the science behind our ambitions for the “Journey to Mars”.

Ceramics

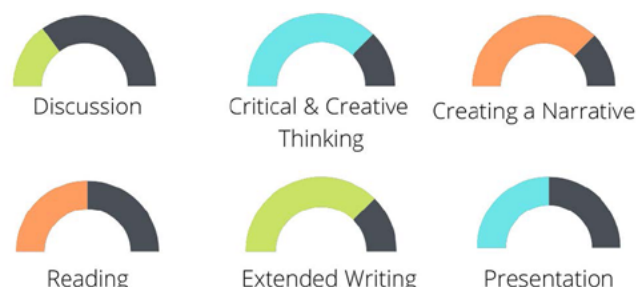
What can I expect?



This course aims to develop students' creativity, imagination, skills, craftsmanship and knowledge of ceramics and sculpture. Their explorations will be selected from a range of sculptural materials and ceramic techniques, using different media and different tools, equipment and techniques. An emphasis is given to problem-solving. Much of the work will be of a practical nature, but students also research overseas and Australian artists relevant to their practical work. Students are required to work both individually and co-operatively and may be involved in community projects.

Creative Writing

What can I expect?



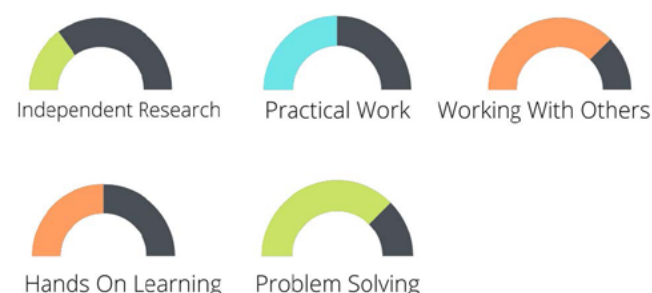
Do you enjoy writing fictional short stories? Feel like there's never enough time to work on creative writing projects? Would you like to negotiate the sort of creative writing that you want to work on? Would you like to have some of your writing published? If so, then this is the elective for you. This subject is aimed at those of you who enjoy a challenge, and who wish to explore and develop skills in writing,

especially short stories. You will study and practise elements relevant to writing fictional short stories, poetry, scripts and other works of fiction and creative non-fiction. You will work both individually and collaboratively on a variety of writing projects throughout this course.

Design & Technology

Design & Technology – Food

What can I expect?



Students discover the cuisine of Australia and different countries of their own choice. In pairs, they investigate the influence these countries have on the Australian diet and research the food habits and sustainable food production of their chosen country. Each week a pair chooses recipes for a two-course meal, typical of their country of choice, to be produced by the class as a whole.

Design & Technology – Jewellery & Fine Metal

What can I expect?



In Jewellery and Fine Metal students develop their creativity, imagination and craftsmanship as they design and create functional pieces of jewellery. Students complete a folio of practical work consisting of pewter castings that form pendants for necklaces and chain making that culminate in a silver bracelet and they explore metal properties in the making of a brass and silver ring.

From specific design briefs, students investigate, design, produce and evaluate all their work. Activities are mainly practical in nature. Students investigate a specific body adornment for their major research task.

Design & Technology – Materials

What can I expect?



Basic skills, safety procedures and working practices are taught as students construct models and useful items from wood. Proper safety, care and use of both hand and power tools is emphasised. Students complete a number of projects, working through a design and problem-solving process. They present a practical folio that demonstrates the required skills and submit a workbook that consists of sketches and processes, knowledge and class notes.

Design & Technology – Systems

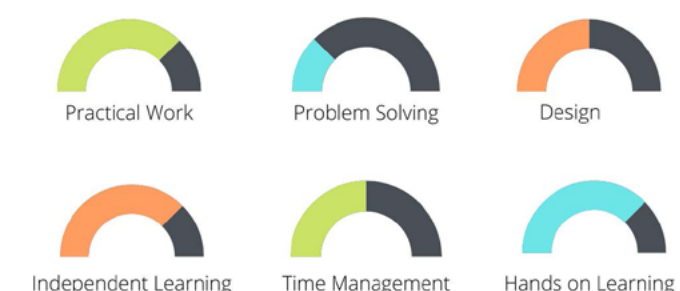
What can I expect?



Technology refers to the equipment and processes people use to enhance, maintain, manipulate and modify their environment and resources. Technology education gives students the knowledge and skills to produce quality products that solve problems from a design brief or meet needs. It involves studying mechanical, electronic, electrical and other technological systems (which are combinations of human and technical elements that work together to achieve specific outcomes).

Design & Technology – Textiles

What can I expect?



In this unit students complete production items, using commercial patterns. Each piece of work is explored using the Technology Process: investigate, design, produce and evaluate. With the construction of these items, students explore garment/item care labelling; commercial patterns and sizing; complex sewing and construction skills; fabric embellishment (for example, screen printing, hand and machine threadwork, patchwork, appliqué or 3D printing) and label designing. Students' understanding and use of the sewing machine are enhanced from previous year's experience.

Digital Technology

Digital Technology – Game Art & Animation

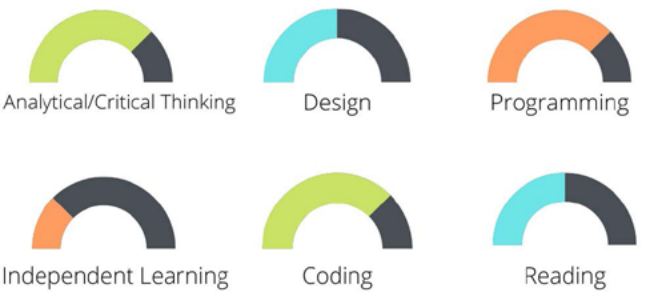
What can I expect?



Game artists build the environments, create the characters and craft the vehicles for the games that you love to play. They can specialise in modelling, texturing, animation and level design. Game art development is a dynamic medium to showcase your creative ability.

Digital Technology – Programming

What can I expect?



Many students already know a lot about computers. Many like playing games on them; they use them for school work; they probably surf the net, send and receive e-mail and exchange instant messages with friends. This course is for those curious about what allows computers to do these things. It is for students who want to understand what's inside the computer, how it works, and – most of all, how you can program it to

do what you want? Students learn what programming a computer is all about. They are introduced to programming with simple tasks and then use Game Maker to make some cool games. Students are guided through the steps of writing computer programs in Flash, VB and App construction. There will be opportunities to develop simple games, and there are many examples so that you see how easy it really is.

Digital Technology – Robotics

What can I expect?



Robots are machines that can sense and/or navigate the environment around them. A robot has the energy to power itself and some intelligence to perform logical actions. The Robotics industry is expected to be larger than the automotive industry. In this unit, we cover how to analyse requirements and the environment. We develop design principles in construction and practical programming skills. The

technology used is based around the same VEX technology we use in the National and VEX World Championships. Robotics is an intellectually challenging subject that requires students to have an interest in Robotics, control systems and practical electronic component applications.

Drama

What can I expect?

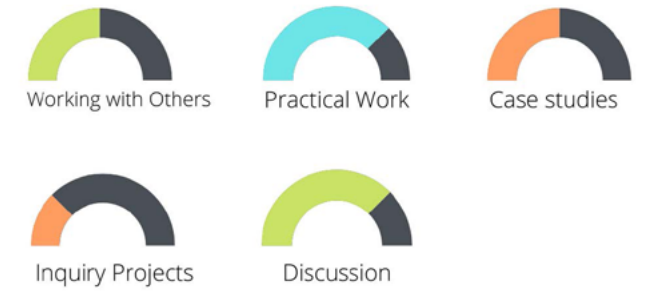


Drama in Year 9 teaches performance skills. Students learn to create characters using voice, body and gesture. They develop their understanding of stagecraft, such as the use of sets, lighting, props and costumes. Students perform their own improvisations which may be developed into scripted plays. Fun drama games, such as Theatre Sports, are used to develop

improvisation skills and confidence to perform in front of a group. Students who have previously studied Drama can extend their experience and skills, while those who are new to the subject will learn all aspects of developing role and character. Students also study some historical aspects of theatre, because many features of modern performance have direct links to Elizabethan theatre. The culmination of the course is a performance of a modern interpretation of Shakespeare's "A Midsummer Night's Dream" to Junior classes.

Forensic Science

What can I expect?



Students use Forensic Science to investigate and solve mysteries. Some forensic methods studied include fingerprinting, hair and fibre analysis, handwriting analysis, blood grouping, blood splatter, DNA analysis, genetics, identification of mystery powders, footprint and tyre prints. Students complete a crime scene report on a popular fairytale or fable in which they put themselves in

the shoes of a crime scene investigator. They research a forensic method in detail and complete a large practical component.

Future Technologies

What can I expect?



In this unit, students will further develop their knowledge and skills in science, maths and ICT by understanding drone laws and regulations and by investigating how drones are being used in a range of industries. Students will learn to manually pilot and code mini-drones, and use drones in mapping, photography and videography.

Geography

What can I expect?



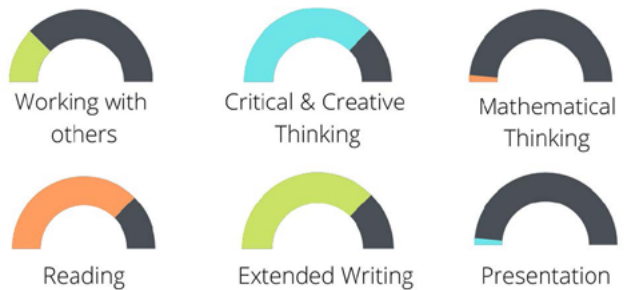
This Course serves as an introduction to Geography and the working skills needed for its study. Several Physical and Human Geography topics are examined, including: the forces responsible for shaping the earth's surface (volcanoes, earthquakes, continental drift, cyclones and tornadoes, weathering and erosion, etc), case study on the effects of disease on Human population

such as Ebola or Covid- 19, the effects of clearing on the landscape, including field studies of a local example as well as other examples of human-induced effects on the environment, ans a problem solving exercise based on the local area involving students in data collection, interpretation and presentation. Many geographic skills are presented and developed and the practical applications of the subject in society are especially emphasised.



Get Published: Student Zine

What can I expect?

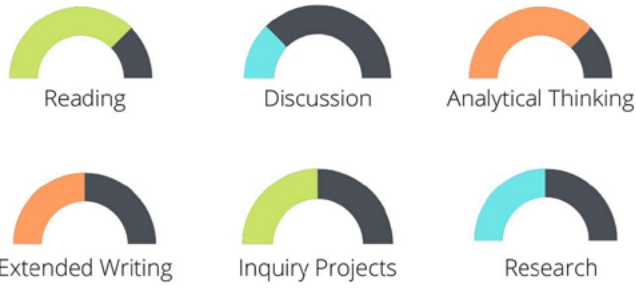


A 'Zine' (pronounced zeen) is an independently published collection of creative writing, poetry, art and graphic narratives, but with no rules! A Zine can be whatever you make it. The focus of Get Published: Student Zine will be the establishment, creation and promotion of an authentic digital and print publication of student creativity that will be shared with the Galen community and beyond. Throughout

the unit, we will explore a number of different writing forms and styles, developing our own style and flair as authors and creatives. Students will engage with local authors and journalists in the development of their writing, and students will craft pieces to be featured in the final publication. As this is a new elective, the first group of students will have the privilege of naming the Zine that will go on to promote student authors into the future. This elective is designed to provide an option for students who would like to develop their creative and expressive writing skills further, whilst contributing to an authentic publication.

History

What can I expect?



History enables students to look at our past to see how it influences the way we live today. History challenges students to examine primary source materials, historical records, and photographs to uncover a multitude of perspectives. Students will explore three topics in detail.

The first unit, 'The Whitechapel Murders,' examines the complexities of the infamous Jack the Ripper case. In the second unit, 'Terrorism and 9/11,' students will firstly learn about the events of 9/11 and the significance this event has had on the modern world. The final unit will be negotiated with the teacher. In the past topics have included 'The Kennedy Assassination,' 'The Guy Fawkes Gunpowder plot' or 'The American Civil War.'

Throughout this subject, students will learn how to develop formal writing skills, how to make informed decisions about where to gather information and how to interpret research to create original work.

Languages

Languages: Indonesian

What can I expect?



This year of study aims to build upon the units of work in Year 8. The course uses familiar situations and topics such as my house, going to the doctor, shopping, cooking, the weekend and comparisons of an Indonesian village to a city in Indonesia to develop knowledge of the Indonesian language and culture. Each semester, students complete a cultural assignment exploring one of the following: Schools in Indonesia, housing, cuisine, famous places and people, puppet theatre and so on. Developing competence with basic oral and written language is the main focus of the course. Students also have the opportunity to participate in an excursion to the Indonesian Film Festival, held in Melbourne.

Languages: Italian

What can I expect?



Year 9 Italian aims to consolidate and build upon the previous year's work. The course further develops the linguistic and cultural topics of Year 8, and introduces students to new grammatical concepts and expressions. The students' spoken and comprehension skills are developed through the use of a variety of texts, audio materials, video, interactive language websites. Topics covered include: daily routines, giving instructions and directions, talking about past and future events and experiences, Made in Italy. In Year 9 Italian, students also have the opportunity to take part in the 3 day Italian Camp which provides a more intensive study of the language.



CLIL – Italian for Travellers

What can I expect?



Content and Language Integrated Learning (CLIL)

The aim of this course is to allow students experience a 'virtual' tour of Italy whilst learning a wide variety of language that they will need in everyday situations. Students will experience virtual travel to Venice and buy tickets for a Gondola ride. They will go shopping in Monte Napoleone in Milan and pose for a photo in front of the Leaning Tower of Pisa. They will get lost in Rome, experiencing the Roman life and its secular history. They will order a pizza Margherita in Naples and finish their meal with an espresso. In 'CLIL' we will use Italian to interact, teach and learn, to allow students to develop higher order thinking skills and a more advanced proficiency in Italian.

This elective is an extension offering for students continuing their studies of Italian in Year 9. It cannot be chosen by students who are not continuing their Italian studies.

'Learning the Liverpool Way'

What can I expect?



This semester long elective explores the practical and theoretical areas of holistic football development, exposing students to an authentic Liverpool FC International Academy experience.

Double periods will be made up of practical sessions, exposing students to content from the LFC IA Youth Development Phase. Each practical session will be made up of the

following activities from the LFC IA Framework: Early Arrivals; Integrated Warm-Up; Individual/Technical Work; Slice of the Game; and Game. This framework reflects the Club's youth development model at the Academy in the United Kingdom and across all Liverpool FC International Academy global programs!

Single periods will be made up of theoretical sessions, exploring the themes of 'Understanding Players' and 'Helping others play football,' using LFC First Team Role Models, such as Trent Alexander-Arnold, to bring the theoretical content to life!

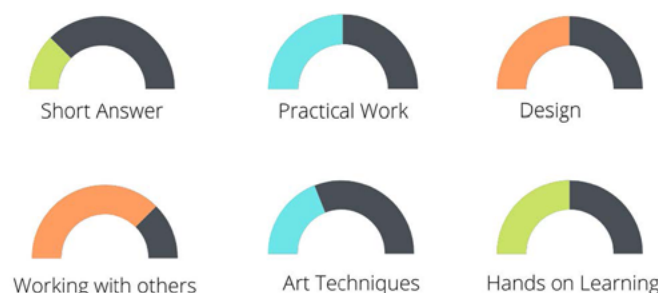
The subject places each student at the heart of development, covering technical, tactical, physical, mental, and social considerations as part of the Liverpool FC Development Model.

Literature

The Literature course is designed to give students the opportunity to enjoy good literature by reading novels, plays, poetry and short stories, to study the techniques of recognised writers and to gain some experience in writing creatively themselves.

Media

What can I expect?



This subject is a continuation of Year 8 Media. In this subject, students will create a range of Media forms as they delve into the technologies, themes and trends in a 21st-century world. The first topic for this subject surrounds Television, and how it has shaped lives for decades. Students will analyse shifts within Tv technologies as they explore the evolution of Tv from the 1930s until the modern-day streaming services.

This unit uses one genre of television program, the 'situation comedy', to explore character types, storytelling techniques, types of comedy and production and editing techniques. Students complete a series of practical exercises with video equipment and video editing software to develop their skills with script writing, camera work and video editing. The second unit in this subject will teach the students how to be aware consumers of Media as they develop their knowledge of advertising. The students will unpack the types of Advertising targeted towards them and understand how product placement within movies is profitable for not only the brands but the production studios also. This unit will see students creating their own advertisements for a wide range of audiences, with an emphasis on experimenting, creating and presenting.

Music

What can I expect?



Music performance is a strong component of this course. Students take part in both solo and group performance activities and learn about efficient rehearsal and performance techniques. Understanding and evaluating music from other styles and cultures may also be incorporated into the unit. An introduction to basic composition and arranging for music groups is

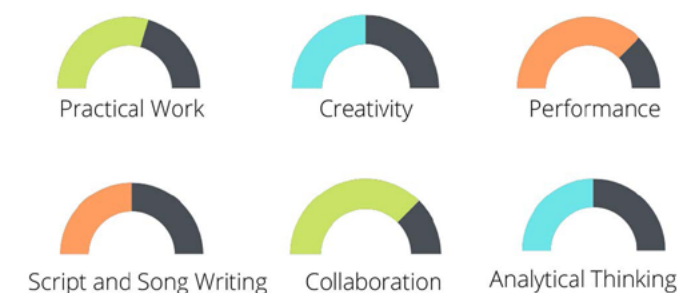
also included in this course. Music software allows students to produce high-quality printed copies of their compositions and arrangements. Students are also expected to complete activities in aural and notation work to support their performance and compositional skills.

Music – Just Vocals

In this unit students have the opportunity to learn group and solo singing techniques and to gain vocal performance experience. The emphasis is on taking part in groups that learn to perform to a high standard through appropriate singing techniques. Various music styles will be introduced and students will also develop and improve efficient rehearsal leadership and music reading skills. No previous singing experience is required.

Musical Theatre & Dance

What can I expect?



This course will enable students to explore all areas of specialization relating to Musical Theatre. This subject will cater for all abilities, from no experience to those with developed skills. Students will work with both their teacher and out-of-school specialists to create a number of musical theatre routines. They will learn to respond creatively to scripts and songs. They learn to respond to,

reflect on and analyse their own work and the work of others. They will also view a live musical theatre production in Melbourne to review all areas of stagecraft linked to live performances.

Painting & Drawing

What can I expect?



Students investigate and experiment with different art mediums and techniques, to explore creative ways to depict their chosen subject matter. Focussing on traditional genres like portraiture, still life and landscape, students investigate the work of other artists to inspire their personal responses. Students develop a folio of work that reflects the exploration, development and refining of ideas,

as well as trials with painting and drawing materials. They also create and present two-dimensional artworks in the style of particular artists being studied. Students are encouraged to critique their own work and the work of others, showing their understanding of aesthetics and confidence in using art terminology.

PE Extension

What can I expect?



PE Extension aims to prepare students to better understand the subject matter and concepts that are covered in the VCE Physical Education course.

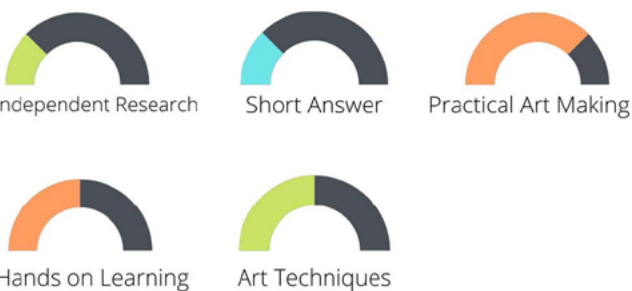
The Year 9 PE Extension elective focuses on four main units:

Physical Activity and Health Outcomes, Coaching, Fitness, Strategies to Enhance Performance in Physical Activity.

PE Extension has an academic focus and is not designed for those who only want to participate in practical sessions. Selecting this subject would be advantageous for those wishing to study VCE PE in the future.

Photography & Printmaking

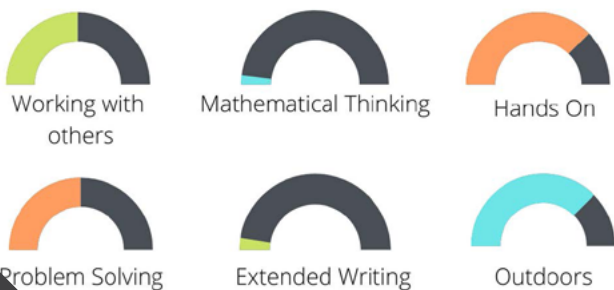
What can I expect?



This course aims to develop students' creativity, imagination and skills in Print media. Students research and trial processes in the development of photography from the very beginning of making a reproduced image. Students will learn how to use basic darkroom printing processes. In printmaking, they will learn multiple colour and block printing techniques to produce lino prints. Students will explore the print medium in a folio of artworks and develop an understanding of the guiding ideas that changed the world through the reproduced image.

ReWild

What can I expect?



In this course students further develop their visual arts, outdoor education and health and personal development skills and knowledge. Students are challenged to become better versions of themselves through physically challenging adventure-based activities such as the Year 9 Bushwalk. They will develop a growth mindset and leadership skills, examine their identity and explore the positive impacts of creativity on mental health. Learning will frequently take place experientially outside of the classroom environment.

Seeds of Change

What can I expect?



In this unit, students further develop their geography, science, food technology and agriculture skills and knowledge. Students learn about the current industrial food system, its impact on our environment and the quality of our food. They explore more sustainable options for our future, which include visiting farms, meeting growers and producers and understanding pathways to market.

Students are engaged in real-life, hands-on learning that allows them to discover a way to respond to our environmental issues and feel empowered to make a difference, simply by consciously making choices about the food they buy and eat. Students will establish and maintain a kitchen garden at Galen and make food through cooking and preserving.

VCD – Industrial Design

What can I expect?



Industrial Design is a Visual Communication Design subject with a specific focus on the field of Industrial Design, and aims to develop students' ability to design products that typically interact with the human form. Students discuss various innovative products and Industrial Designers that have helped the world in a meaningful way. They collect information for ideas and inspiration, investigate ergonomics, and learn design thinking techniques to assist them in creating original ideas, but also to reflect on their choices and decisions. The design process guides the students as they work to visualise, develop and present fictional concepts for products that people use every day, such as furniture, home appliances and toys. Students work through a series of drawing activities using specific media including pencils, pens and markers. They create two- and three-dimensional technical drawings, such as multi-view projections, exploded diagrams, isometric and planometric drawings, and apply freehand illustration techniques to represent specific surface materials.

Visual Communication Design

What can I expect?



Visual Communication Design (VCD) aims to enhance students' design skills and ability to communicate ideas visually in two of the three fields of design, Communication Design and Environmental Design. VCD students follow a design process and apply creative thinking skills to generate a range of ideas, critical thinking skills to refine them, and reflective thinking skills to ensure their

ideas meet the requirements of a fictional brief. The main projects may include Typography design and layouts that provide students with the opportunity to apply different font styles and typography conventions, and Architectural design that encourages students to apply sustainable design solutions to their work. Design tasks are structured to promote experimentation with a wide range of drawing media, develop new skills in digital drawing, and take inspiration from the work of contemporary artists and designers.

Youth Enterprise

What can I expect?



This elective is an opportunity to gain a feel for achieving one's goals in terms of successfully running a business and investing in the share market. Major activities include: designing a product/service, building a prototype, marketing the idea, operating/running the idea, how to set about solving problems in a business, coming up with a workable solution, making decisions

in business, a computer-based case study, exploring how the share market works and participating in the share market game.